



TRIBUTARY TRIBUNE

Stories and Art by Members of the Watershed Stewards Program

Year 24, District A

"Developing scientific literacy is of high priority, as we cannot steward that which we do not understand."

- Deja Malone-Persha



District A Members celebrating a job well-done after the 16th Annual Fish Fair in Hoopa.
Photo credit: Greg Poulton

In this Issue:

- The Little Oblivious Coho
- We Are Salmonidae
- A Forager's Guide to Edible Mushrooms in the Klamath Basin
- Fiddleheads & Salmon Recipe
- My Painted Experience: Diving within the Klamath Basin
- Hydrology Haikus
- Stewarding Free Flowing Rivers the World Over
- My Teaching Experience
- A Salmon's Life
- The Humboldt Bay Watershed
- I Spy
- Want to be part of a scientific scavenger hunt?
- Alumni Spotlight



"On a Boat Floating Down the Smith River" by Elena Sisneros placed at the Tolowa Dee-ni' Nation.



Elena Sisneros on the Smith River. Photo credit: Ridge McLennan



A program of the California Conservation Corps, WSP is one of the most productive programs for future employment in natural resources. WSP is administered by California Volunteers and sponsored by the Corporation for National and Community Service.





Painting by Kate Southall

The Little Oblivious Coho

Painting and story by Kate Southall placed at CDFW Arcata

Once upon a time, a female Coho swam up Freshwater Creek to build a redd. She came across a deep pool with a large log jam and plenty of handsome males chasing after each other. So she decided to build her redd at the top of the nearest riffle. As she was building her redd, she heard the sound of footsteps approaching and darted under the log jam to hide. She heard the creatures talking and looking at her redd, but could not figure out why. Eventually the creatures left and even though she was exhausted she decided to return to her redd and protect it for as long as she could.

Weeks later, hundreds of fry emerged from the cobble and found their way into the same deep pool where their parents met. They too experienced the sound of footsteps approaching time after time and used the log jam to hide. However, as they got older, the Coho noticed that many of their brothers and sisters weren't around. One by one they were disappearing. Where did they go?

Eventually the Coho heard the creatures returned to the pool again, but this time they were carrying buckets and a large meshed object. All the Coho swam towards the log jam to hide except the little oblivious Coho. The little oblivious Coho was curious, he swam towards the creatures and straight into the murky water only to realize he was caught in some type of net! The creatures lifted the net out of the water and the little oblivious Coho began gasping for air. He flopped, jumped, and eventually he found himself back in the pool.

He took off towards the log jam to be with his siblings, when all of the sudden they all darted past him and straight towards the creatures net. "Wait! Wait! Don't swim towards the murky water! They will catch you!" he cried. But they all swam right into the net. Why would they leave their safe log jam? They had lived in this deep pool their whole lives, there couldn't be anything in the log jam scarier than the creatures!

As he began to swim around under the log jam, relieved that he escaped and was back home, he felt like something was watching him. Out of the darkness as quick as lightning, a Cutthroat Trout grabbed the little oblivious Coho and ate him!

Alumni Spotlight: Isaac Mikus

Year 12 & 13 Member

Interviewed by Kaitlyn Woolling placed at WSP Fortuna

What was your WSP member experience like?

*My experience in WSP was exciting and enriching. I was thrust into a community of young people like myself who were figuring out what to do with their lives and had ended up in the world of AmeriCorps and fish. In my first year I was placed with CDFW Fortuna which had and still has a great staff and lots of field work. I learned an incredible amount about fish, streams and restoration while having the time of my life working in creeks day in and day out. In my second year I worked in the WSP office as the Outreach Team Leader where I had the great pleasure of working with and learning from my mentor Lindsay Selvaggio (now Righter) and my site partner Sara Luring. As a Team Leader it was necessary to keep in touch with the WSP Members, and since they were all awesome, it was a great job. The most valuable takeaway from my time in WSP was building friendships and partnerships with all the people I worked with. **Story continued on page 14** ➡*



CDFW Arcata Member, Kate Southall, releases juvenile coho into Jacoby Creek after fall seining to PIT Tag. Photo credit: Victoria Varela-Yates.

About the Watershed Stewards Program

Since 1994, the Watershed Stewards Program (WSP) has been engaged in comprehensive, community-based, watershed restoration and education throughout coastal California.

WSP was created in 1994 by California Department of Fish and Wildlife (CDFW) biologists, educators, and the California Conservation Corps to fill critical gaps in scientific data collection, in-stream restoration, and watershed education. In collaboration with landowners, tribal communities, teachers, community members, nonprofit organizations, and government agencies, WSP works to revitalize watersheds that contain endangered and threatened salmonid species (Chinook salmon, Coho salmon, and steelhead trout) by using state-of-the-art data collection and watershed restoration techniques. WSP also engages members in education, outreach, and volunteer recruitment efforts to increase the capacity of partner organizations. WSP currently has Members working from the Oregon border to the Santa Monica Mountains.

We Are Salmonidae

(Sung to the tune of We Are Family)

By Ashley Woodford placed at RNSP

We are family
We go by the name Salmonidae
We are family
Get up everybody and swim!

Everyone can see we have parr marks
As we swim on by
An adipose fin: that's what makes us distinctive
I won't tell no lie

All of the predators around us they say
"You couldn't be more tasty"
Out-migration from river to ocean
Some might say that it's crazy but

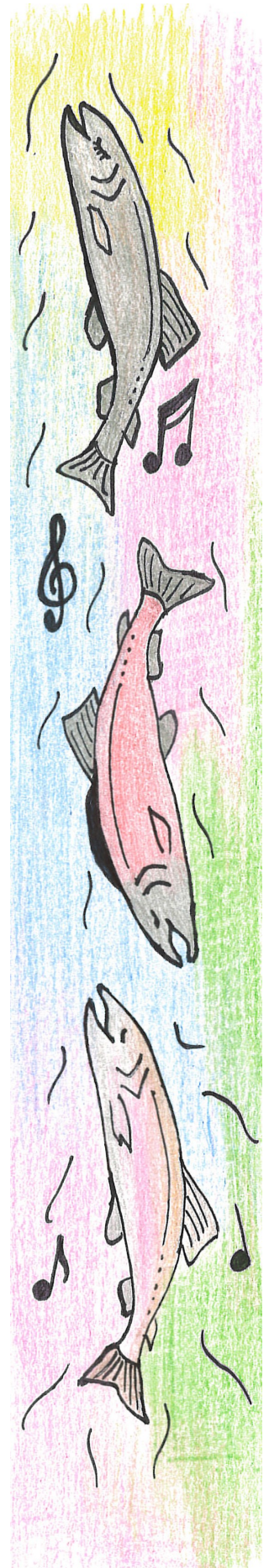
We are family
Salmon and trout- that's who we be
We are family
Get up everybody and swim!

Living life is fun and we've just begun
To get our share of the ocean's delights
We had high hopes as alevin and smolt
And our goal of spawning is in sight
No we don't get depressed
'Cause here's what we call our golden rule
Have faith in reproduction and the things you do
You won't go wrong
This is our family jewel

We are family
We go by the name Salmonidae
We are family
Get up everybody and swim!



RNSP Member, Ashley Woodford, teaching students about tracks at Fish Fair. Photo Credit: Greg Poulton



Drawing by Kaitlyn Woolling

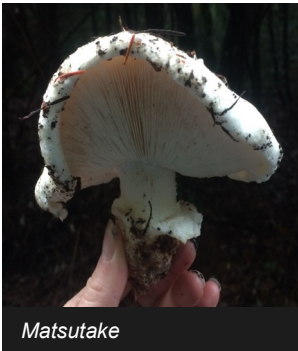
A Forager's Guide to Edible Mushrooms in the Klamath Basin

By Makenzie O'Connor placed at USFS Orleans



Mushrooms play an important role in ecosystems, by recycling essential nutrients back into forests and riparian zones. They also help to break down large woody debris, leaves and other organic matter, and many are vital to the growth and survival of canopy tree species. Areas that are rich in mushrooms and other fungi are typically cooler and tend to attract insects, which are the main food source for many species, including salmonids and other fish, as well as birds, amphibians, reptiles and other secondary consumers.

Below is a brief list of some great edible fall mushrooms that I've found during my service-term in Six Rivers National Forest. These mushrooms should all be cooked prior to eating and make a great gravy base or addition to a stir-fry. **Do not eat mushrooms found in the woods unless you are absolutely certain of its species!** Many healthy mushrooms look striking similar to poisonous ones. If you're not absolutely sure, don't eat it!

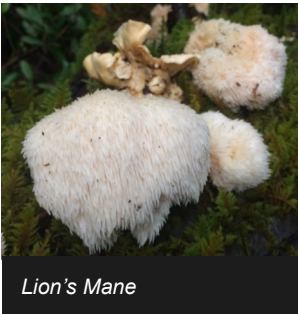


Golden Chanterelle Mushroom

Chanterelle mushrooms are plentiful in the Klamath Basin, particularly in the late fall. These firm funnel-shaped mushrooms present with rib-like folds and no gills. They vary in size, with a cap length up to 15 centimeters wide, which has a slight depression in the middle. Chanterelles have a light fruity fragrance and should always be cooked. Be wary of the False Chanterelle, which will present with gills and will taste bitter.

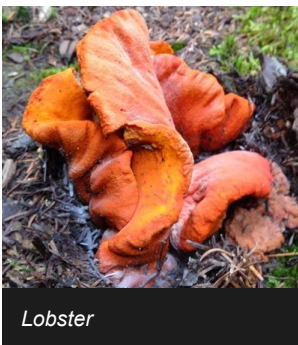
Matsutake Mushroom

This prized mushroom is well-known for its amazing taste and distinctive scent. Matsutakes may be difficult to find, as they are commonly covered completely in duff nearby the base of Tan Oaks, Madrone, or Manzanita. These mushrooms are white in color with gills and a veil on the stalk.



Lion's Mane Mushroom

The Lion's Mane mushroom is an oval shaped mushroom that is white in color and has long hanging spines. The fruiting body can be up to 40 centimeters wide and is typically found growing on downed trees or wounds on hardwood. These mushrooms do not have a particularly strong odor, but have a pleasant taste when cooked.

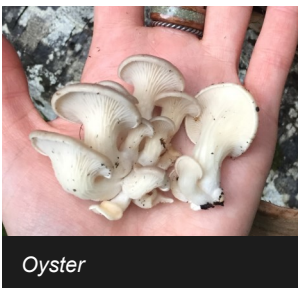


Lobster Mushroom

Lobster mushrooms are not a proper mushroom, but a parasitic fungus that infects a host mushroom. This fungus causes its host mushroom to become completely unidentifiable. The mushroom will have an irregular shape, displaying a bright reddish orange exterior and white interior. When cooked, these dense mushrooms often have a seafood like flavor.

Oyster Mushroom

Oyster mushrooms are typically found in overlapping clusters on live trees, logs and stumps. These white mushrooms have fanlike convex caps that can be up to 8 centimeters wide. Oyster mushrooms may have a mild fruity odor and are good for cooking. Angel Wings mushrooms are commonly misidentified as Oysters due to their similar appearance. Oysters mushrooms, however, have a thicker white flesh, while Angel Wings tend to have a thin yellow flesh. Oysters will also not grow on dead wood or on the ground.



Other local edible mushrooms include: Black Morel, Chicken of the Woods, Hedgehog Mushroom, Candy Cap Mushroom, and many, many more!

Photos accredited to Makenzie O'Connor

Fiddleheads & Salmon *by Matthew Morassutti placed at Redwood National and State Parks (RNSP)*



RNSP Member, Matthew Morassutti, surveying a channel cross section of the west tributary of Strawberry Creek near Orick, CA. Photo credit: Vicki Ozaki

INGREDIENTS

- Salmon Filets, 3 lbs
- Fiddleheads, 1 lb
- Olive oil, 2 tbsp
- Lemon, 1
- Salt & Black Pepper, to taste
- **Rub:**
- Salt, 1tsp
- Pepper, 1tsp
- Brown Sugar, 1 tsp
- Paprika, 1tbsp
- Vinaigrette:
- Honey, 1tsp
- Paprika, ¼ tsp
- Black Pepper
- Mild Vinegar & Olive Oil, to season

Note: I rarely measure or time things while cooking, so I encourage you to take a relaxed though attentive approach to this recipe! Read it over in full before getting started. Hopefully, you're the one who will be eating this, so don't be shy in modifying parts of this recipe to your preferences, eyeball amounts, and taste as you go!

Serves: 4

Total Cooking Time: 1.5 hr

1. Carefully wash fronds, remove chaff (papery, brown fur), trim stem, and blanch, boiling for 2 minutes followed by a quick ice bath. Lay Fronds to rest and drain. A few notes on fiddleheads: they should be harvested early in spring when new fronds are still tightly coiled, though they can be bought commercially. Fronds from Bracken, and Western Sword ferns can be eaten, though never raw. Always be sure that you aren't breaking any laws by foraging, use a knife or scissors, never harvest in polluted areas (like a roadside), only take from abundant populations, and leave behind plenty for wildlife!
2. Coat fiddleheads with olive oil, and season with the zest of a small lemon, salt, and pepper, then place in a skillet. Not so small that they are layered more than 2-3 deep; a baking sheet may also be used. Roast at 400F until sizzling and beginning to crisp. Set aside on serving plate, then half a lemon crosswise and place cut face down on the skillet. Allow the lemon to sear until a slight char forms, then remove and place with cooling fiddleheads.
3. Pat salmon fillet dry, and rub with: equal parts salt, pepper, and brown sugar amounting to half of the part paprika in the rub. This doesn't have to be a big production: get all the spices open and ready, and combine them in your palm; allow the flavor of the fillet to come through by seasoning lightly. Place the fillet in the skillet, skin side down, and bake until flesh flakes but is still firm to the touch.

Albumin serves as a molecular "taxi", carrying molecules of low water solubility, is important to osmotic regulation, and helps to form biopolymers in cells. Homologous proteins exist in many organisms. Eat it if you trust that fish! (1)

If you're averse to albumin, the white protein that bubbles up on salmon during the cooking process, brine your fillet after drying it by soaking for 10 minutes in a solution of 1 tbsp salt per 1 cup water.

4. As the salmon bakes, prepare a vinaigrette: combine 1tsp honey, ¼ tsp paprika, generous black pepper, and juice from the charred lemon with a spoonful of the pan sauces once the fish comes out. Pour over fiddle heads, gently toss, and drizzle with olive oil and dry, but mild vinegar (like white wine vinegar). Place salmon on dressed fiddleheads and serve.

(1) Andreeva, A. M. "Structure of Fish Serum Albumins." Journal of Evolutionary Biochemistry and Physiology, vol. 46, no. 2, 2010, pp. 135-144.



USFS Orleans Members, Ayano Hayes and Makenzie O'Connor. Photo credit: Greg Poulton

My Painted Experience: Diving within the Klamath Basin

Story and illustrations by Ayano Hayes placed at USFS Orleans

USFS Orleans- 2017 Fall Chinook Survey Experience. The paintings illustrated below are from my own experience diving in the Salmon River and surrounding tributaries at the beginning of the program year. Since I was unable to capture any photo images while I dove, I decided to paint my most memorable moments during the Fall Chinook season and share them with you.



1. During our dive training, I was getting the hang of my dry suit and being in the water. As we made our way through wave trains and deep pools, there was a lone egg floating in the water in front of us. It glowed as we held it in our hands and it was such an amazing moment to first experience in the river.



2. The next day, I saw a Pink salmon swimming with a group of adult Chinook salmon! This is a really unique sighting because it's uncommon to see Pink salmon in the Klamath Basin! What caught my eye was the incredible hump on its back. The hump is a distinguishing feature for male spawning Pink salmon, which is also why you'll hear them often called "Humpy."



3. The following week, I found and processed my first carcass! The Chinook salmon was at the very bottom of the river and one way divers are able to retrieve carcasses in such situations is by using a "snag-omatic." I'm holding one in my left hand: Wound up string with a hook at the end, used to drop down, while fighting the current, and snagging the carcass up to reach.



4. As you dive, you swim face first with your hands in front of you, as pictured. You have to be able to quickly maneuver yourself, while using your hands to protect and guide you through the river system. Since we are swimming in prime salmon territory, one really amazing aspect of diving is being able to face these amazing fish head on. Sometimes even swimming right behind them or next to them, which gives you a whole other interactive experience with these beautiful creatures.

Although there were so many moments I would have loved to paint and share with you all, these are four that come to my mind immediately when I think back to the 2017 fall season. Every day we saw and experienced something new and special and I will never forget these moments working in Orleans.

Hydrology Haikus

A brief synopsis of doing stream flows at YTEP, in a haiku form by Thaowan Giorno



Upper Turwar Creek. Photo credit: Thaowan Giorno



YTEP Member, Thaowan Giorno. Photo credit: Jennifer Brown



USFS Orleans Member, Ayano Hayes, surveying Red Cap Creek. Photo credit: Makenzie O'Connor

We go to 5 sites
At least once every month
Our hydro sites are

McGarvey and Blue
Upper and lower turwar
And LES too

When we first arrive
We jump out with glee and then
Set up at the car

On the wading rod
We will attach a meter
To measure stream flow

We have two meters
A large Price double A and
The smaller Pygmy

The water level
Or what we call the staff height
Decides the meter

More than 1.5
Meters, use Price double A
Less than, use Pygmy

Once the meter is
Attached, we connect it with
An Aquacalc

A handheld device
That records our stream flows, yay
For technology

We then wader up
Grab the rod and safety things
And head to the creek

Once we are there, we
Grab the measuring tape and
Wade across with it

The tape gets tied to
Both sides of the creek
To measure the length

Once we have the length
Divide it by 25
No more and no less

This number tells us
The increments we do a
Flow measurement at

So then we can start,
Using the tape as a guide
To record some flows

And there you have it,
Doing streams flows at YTEP
Thank you for reading

Stewarding Free Flowing Rivers the World Over *By Deja Malone-Persha placed at BLM Arcata*

In anticipation of what will be the largest dam removal in history, an exchange was born. In the Klamath River Basin the non-profit *Ríos to Rivers* recently sought to engage with youth. For years the volunteer-led organization has worked with youth in the Patagonian Region of Aysén, Chile. This international exchange program provides an unparalleled opportunity for young citizen leaders from the United States and Chile to learn about their respective watersheds, relative threats to water quality and quantity, and expand their relationship to place.

Developing scientific literacy is of high priority, as we cannot steward that which we do not understand. Students, many of whom belong to indigenous communities, deepen their relationship with the watersheds that they live within through educational workshops, leadership development, service learning projects, and outdoor activities. The cross-cultural atmosphere of the program also strengthens students' ability to communicate in another language, with an emphasis on Spanish and English.

This two-part exchange began in July 2017 when Chilean and American students first met and they traversed the entire Klamath River Basin from headwaters to the mouth.

Recently students reunited as American youth traveled to the Baker River Basin in Chile during February 2018, with young representatives from the Biobío River Basin joining as well. Together, they paddled 85 miles of the most voluminous river in Chile, the undammed and free-flowing Baker.

While traveling downstream along both the Klamath and the Baker students worked with diverse stakeholders including ranchers, scientists, lawyers, restoration practitioners, and community members to develop a multidimensional understanding of these two basins. The program curriculum examines the multifaceted socioeconomic effects of water resource management in these two countries. As students grapple with these complex concepts, they're encouraged to articulate their unique perspective.



Ríos to Rivers participants form a traditional Yurok friendship design downstream of the confluence of the Chacabuco and Baker Rivers in Aysén, Chile. Photo credit: John Young



Ríos to Rivers students and staff celebrate a successful portage on our 6-day expedition kayaking the Baker River. Photo credit: Beth J. Wald

The future of these rivers is yet to be seen. Four of six dams along the Klamath River are slated for removal in 2020. As a result of more than a decade of activism in opposition to large scale hydroelectric installations, the Baker River in Chile runs free for now. At this pivotal moment in time, it is imperative that decision-makers turn to the generation that will live with the effects of their actions. *Ríos to Rivers* lifts the voices of this generation as they become the stewards of watersheds around the world.

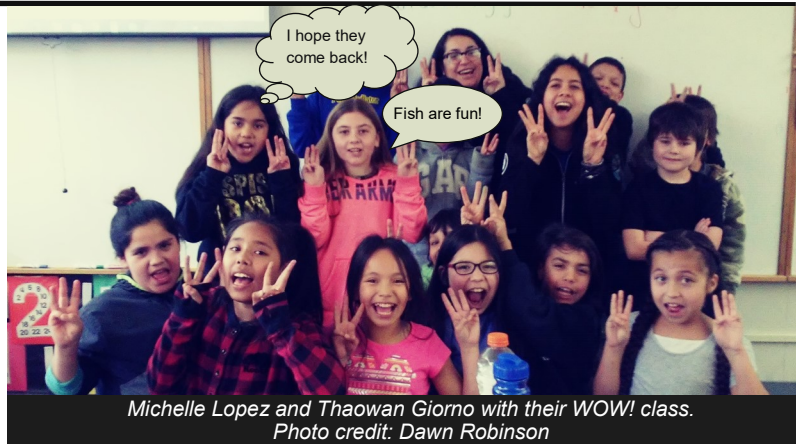


*Deja Malone-Persha
Photo Credit: Greg Poulton*

My Teaching Experience

By Michelle Lopez placed at the Yurok Tribe Environmental Program (YTEP)

I had never taught before this program. I always imagined what it would be like, as I am considering going into teaching. I was nervous. I felt the pressure of wanting to do a good job and inspire kids. I still remember all the teachers throughout my schooling that inspired me. Who knew that my six grade biology teacher was going to inspire me so much that it would lead me into a science degree? I knew how much of a difference teachers can make in a child's life because they made it in mine. I hoped I could make even a small impact on someone.



Michelle Lopez and Thaowan Giorno with their WOW! class.
Photo credit: Dawn Robinson

Then I taught three classes at Margaret Keating Elementary School in Klamath, CA. My site partner and I decided to teach the classes together. We taught first graders, a combo third and fourth class, and a combo fifth and sixth class. Entering each class room was like entering a new world. I had to adjust my lessons to the different age groups. The first graders were entirely different from the sixth graders.



"I Love the River" Valentine's Day thank you card.
Photo credit: Michelle Lopez.

The first graders were balls of energy and had a very short attention span. It was hard to figure out a curriculum that would hold their attention for an hour. You could see the twinkle in their eye when you would grab their attention. That's when you knew you were doing a good job. The combo third and fourth grade class was very smart and had a lot of questions. Sometimes they would get distracted, but for the most part, they were excited to hear what you had to say. The combo fifth and sixth grade class were at that age when they think acting like they're not interested is cool. So it was a challenge to engage them, but once you broke through that wall, their curiosity came flowing out.

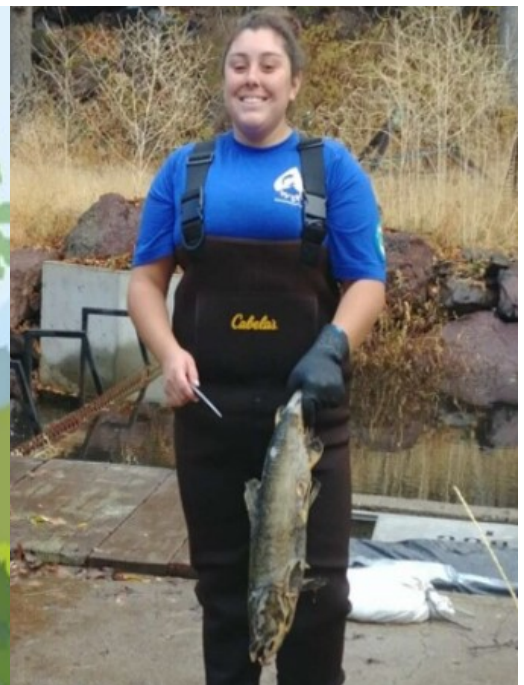
On my last day of teaching, the classes made us a big thank you card. I got tons of drawings and hugs from all the kids. The kids were sad that it was our last day teaching. I was sad too. I felt really connected and invested with these kids. I made a lot of friends. It was a great experience and I'm very thankful for the exposure. Now I have a better idea of what age group I want to teach if I decide to go into teaching.



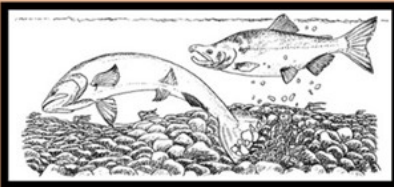
Photo credit: Michelle Lopez



YTEP Member, Michelle Lopez, and District A Team Leader, Kaitlyn Woollings, at Lower Turwar Creek. Photo credit: Thaowan Giorno



CDFW Yreka Member, Jessica Jimenez, processing Chinook at the Iron Gate Hatchery. Photo credit: Morgan Knechtle



Occurring in fall, redds are made, this is where the eggs are laid.

1

After a month of incubation, eggs develop eyes, water flow and temperature are critical to survive.



2



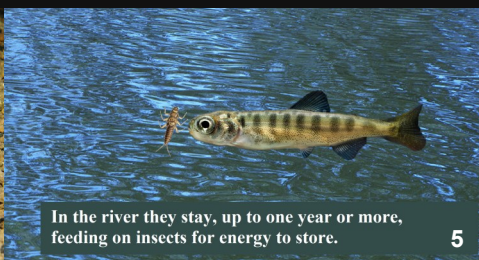
Alevins hatch, but weeks they remain, buried in gravel during spring rain.

3



As they emerge, they turn into fries, this occurs during warm summer skies.

4



In the river they stay, up to one year or more, feeding on insects for energy to store.

5



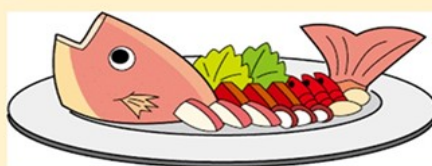
To the ocean they go, but not just yet, in the estuary they live, until they're set

6

From river to ocean, that seems far, for small little fish such as parr.



7



During years one through eight, they may show up on your dinner plate.

8



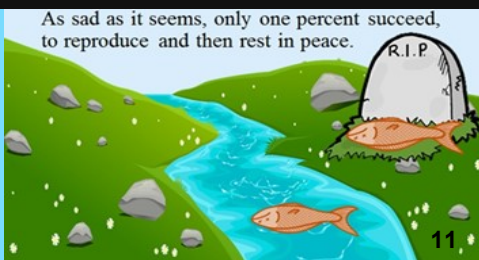
Living in the estuary as a smolt, travelling to the ocean, where they become an adult.

9



Back to the river they go, olfactory senses is how they know.

10



As sad as it seems, only one percent succeed, to reproduce and then rest in peace.

11



By: Jessica Jimenez

12

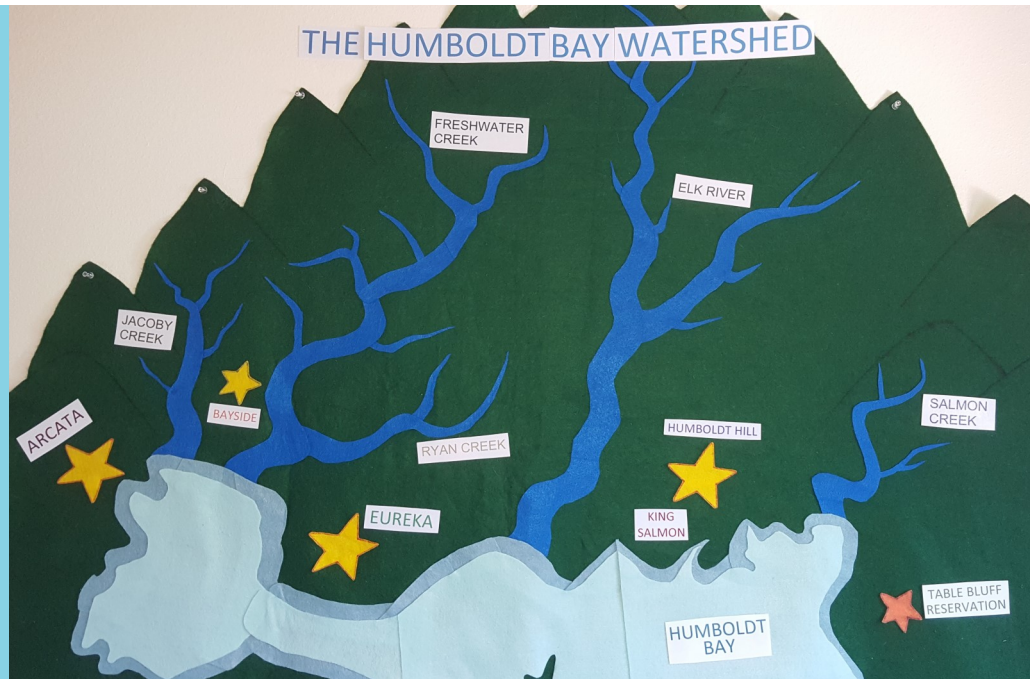
The Humboldt Bay Watershed

Lesson plan model created by Victoria Varela-Yates placed at CDFW Arcata

If you have worked with WSP before, you may be familiar with the Wonders of Watersheds (WOW!). This is a requirement of all Members that involves teaching six lessons to K-8 classrooms in Title 1 schools. The WOW! curriculum is aligned with California State Common Core Standards and consists of six lessons pertaining to: watersheds, the water cycle, habitat, salmon-ids, stream health, and water conservation and stewardship. In this article, Victoria Varela-Yates, placed at CDFW Arcata, shows a watershed model that she made for the WOW! series.

All of the vocabulary words are laminated and ready to be attached to the felt board via Velcro hooks. The list of vocabulary words is extensive to allow Members to choose the ones that would work best for their students. The full list of vocabulary is as follows: **ridge-line, mountain tops, watershed divide, tributaries, mainstem, creeks, streams, rivers, headwaters, mouth, estuary, floodplain, riparian zone, Pacific Ocean, lakes, and groundwater.**

Stars are used to indicate the relative locations of towns in the Humboldt Bay watershed. The stars and the town labels are attached by Velcro hooks and are completely removable from the felt board. Use of the stars and town labels is entirely optional.



This photo is a simple overview of the Humboldt Bay Felt Board. In this example, the Humboldt Bay tributaries are labeled, as are some of the towns. Photo credit: Victoria Varela-Yates

Humboldt Bay Watershed Statistics

Total Drainage Area: 223 mi² (142,720 acres)

Jacoby Creek Drainage Area: 19 mi²

Freshwater Creek Drainage Area: 34 mi²

Ryan Creek Drainage Area: 15 mi²

Elk River Drainage Area: 53 mi²

Salmon Creek Drainage Area: 18 mi²

Smaller tributaries make up the rest

High Tide Bay Occupancy: 24.1 mi²

Low Tide Bay Occupancy: 10.8 mi²

Approximate Population: 70,000 people

How are we using our watershed's land?

- Timber: 54%
- Open Space and Parks: 14%
- Owned by Cities: 10%
- Agriculture: 9%
- Residential: 7%
- Humboldt Bay Estuary: 5%
- Public Land: 1%

These Humboldt Bay Statistics would be appropriate for 7th and 8th grade classrooms. This element provides some more detailed, quantitative information about their watershed, but is only applicable if teaching in the Humboldt Bay watershed. Photo credit: Victoria Varela-Yates.

Another requirement for Members in WSP is to coordinate a Watershed Awareness Project (WAP), recruiting at least 30 volunteers to the project.

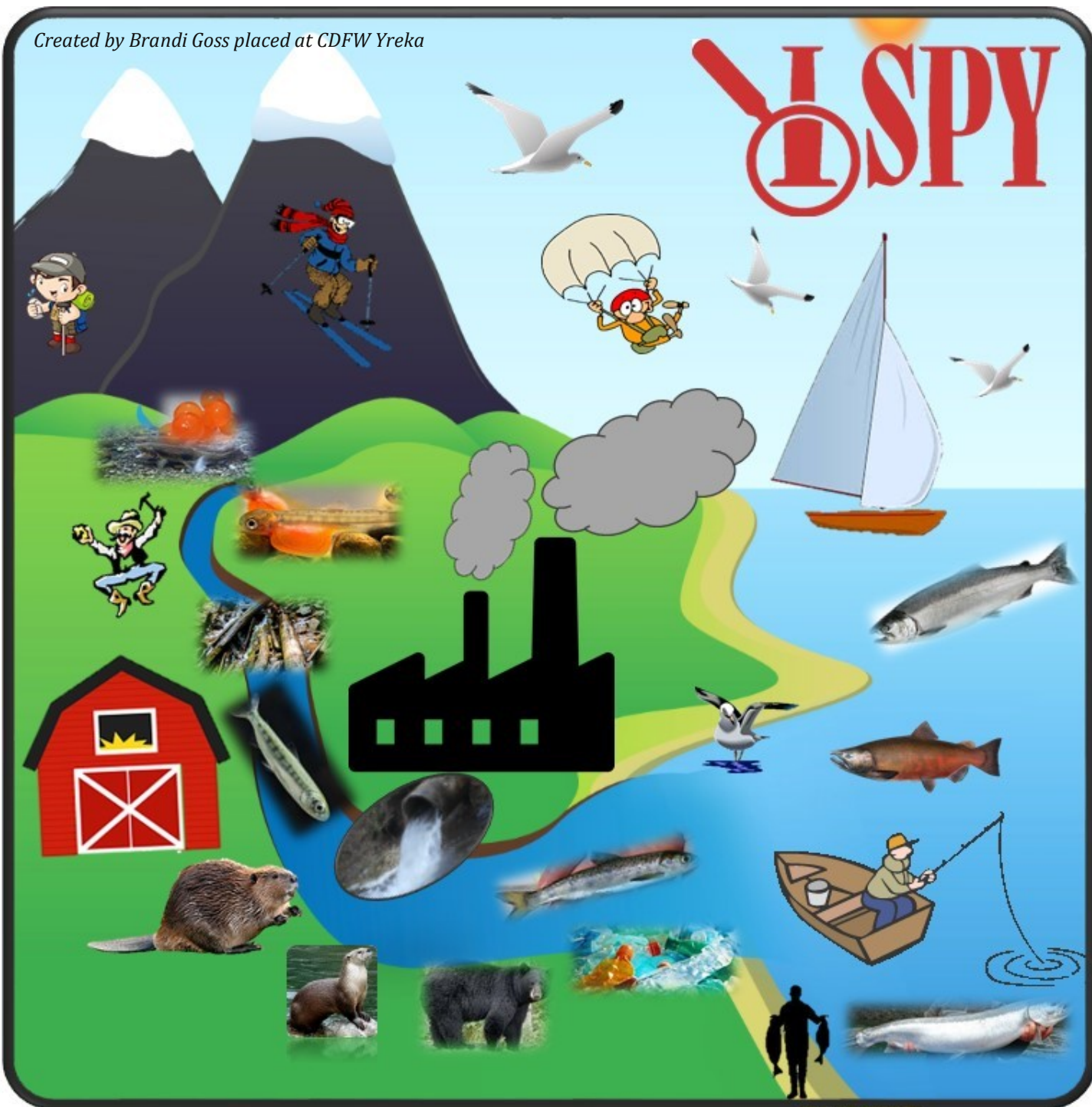
Here's a recap of District A WAPs:

<u>WAP Name:</u>	<u># of Volunteers:</u>
Restore Rohner Creek	31
Marsh Mania Planting Day	35
Big Lagoon Tire Toss	34
Uproot & Gather to Restore Little River	32
RNSP's 50th Anniversary Restoration Celebration	67
Fish Fair	70
Klamath River Cleanup	200
Smith River Cleanup	50
Ryan Creek Restoration Day	33
Yreka High School Bioswale Planting Party	84
TOTAL	636



CDFW Arcata Member, Victoria Varela Yates, and Steven Yates pick up trash during a Watershed Awareness Project along the Smith River. Photo credit: Kaitlyn Woolling

I SPY



Alevin



Eggs



Fry



Smolt



Litter



Steelhead



Coho Salmon



Redd



Chinook Salmon



Miner



Bear



Otter



Woody Debris



Fisherman



Want to be part of a scientific scavenger hunt?

By Karlee Jewell placed at BLM Arcata

You may remember the thrill of running from house to house or business to business trying to find a miscellaneous object and receive your next clue on a quest to complete a scavenger hunt. Through games we develop skills and interact with the world around us. Thus, I propose a new game. This game is a hunt for native plants and wildlife that exist in our outdoor spaces. This is a scientific scavenger hunt (SSC) using iNaturalist.

iNaturalist is an app that allows all of us to become citizen scientists and make observations of the natural world we live in. You can download it on any smart device or access via the internet. Let's say you're at your favorite outdoor spot and see your favorite plant. Using iNaturalist you can make an observation of that plant. This observation will include a quality photo, species information, and a time/date/location stamp. It will then be uploaded to the California Academy of Sciences.

By making observations of the biodiversity in our outdoor spaces, we can begin to create baseline data for specific areas. With baseline data, over long periods of time, we can see changes in range and quantity of individual species. Citizen scientists can begin to build a living record of plants and wildlife.

iNaturalist SSCs can take place anywhere. Our homes, parks, schools, places or work, and community centers are ideal locations to host an SSC.

How to plan an iNaturalist SSC:

1. Create a free account on the iNaturalist website.
2. Create a project.
3. Select a date and location for the event. Determine who the "hunt" is intended for - invite accordingly!
4. Create a list of plants for "hunters" to find within the game's boundary. Build a clue for each plant so "hunters" will have to discover what plants should be observed.
5. Recruit help - you will need volunteer group leads who have iNaturalist on their smart devices and can lead teams on the day of the event.

Event day:

6. Divide guests into teams, assign group leads to each team.
7. Give teams the list of clues and a time limit.
8. After time is up, gather all the teams together to discuss who made the most observations (Rejoice, iNaturalist calculates this for you!).
9. Provide prizes for winners if desired, thank everyone for coming!



CDFW Yreka Member, Brandi Goss, and WSP Alumna, Leanne Cohn, remove algae from a rotary screw trap before counting fish in the Shasta River. Photo credit: Kaitlyn Woollong



BLM Arcata Member, Karlee Jewell, doing carcass surveys at the South Fork of the Elk River. Photo credit: Kaitlyn Woollong

Alumni Spotlight: Isaac Mikus,

Continued from page 2

Was there one experience that was especially memorable? Why?

I have innumerable experiences from WSP that were especially memorable, most of them from trainings. We had a training on the Trinity River which included a rafting trip. We had a training on the Mattole River which featured a cabin that we dubbed "The Scorpion Lounge". And we had another training on the Salmon River which was capped off with a "Day of Reflection" where we got to spend our day at the river reflecting on our WSP experience. Great stuff. It's hard to single out one especially memorable experience, but the 2006 SRF in Santa Barbara was pretty special. We were able to walk from our hostel to the downtown area and to the venue for SRF, which was across the street from the beach. You really can't beat that.

What are your title and responsibilities in your current job? What is involved in a typical day?

Currently I am the Executive Director and Project Manager for the Eel River Watershed Improvement Group, a non-profit with the mission of restoring the Eel River basin for the benefit of native salmonids. Every day is different in my job, some days I am in my home office working on a grant proposal or writing reports. Other days I am in the field planning projects or implementing projects. ERWIG focuses mainly on instream LWD projects, but we also replace barriers to salmonids, work on sediment reduction projects, help plan and execute an environmental education fair called Creek Days, remove invasive plants and even cleanup trespass cannabis grow sites.

What's your favorite part of your job now?

My favorite part of my job now is the same thing that I really liked about my WSP term with CDFW, and that is spending time in the woods and in the streams. I used to survey for fish, now I plan restoration projects to benefit the fish. Surveying for fish is a little more fun, but the restoration work is more rewarding.

How did WSP help prepare you for the work you are currently doing?

WSP was integral to preparing me for my current job. I learned a ton about salmonids, I was able to work in the restoration world as a WSP Member, and I was able to build relationships with people that I still work with to this day. I also wrote a lot of reports while a WSP Member, at the time the report writing was not my favorite thing, but I am so glad I had the opportunity to write scientifically, a skill I use all the time in my current job.

What advice would you give current WSP Members?

My advice to current WSP Members is to get to know your fellow WSP Members as well as you can. Attend their WAPs, go to Creek Days and other events if you can, and hang out together socially after work. Often the friends you work with in WSP will become potential co-workers or employers in your future, and that is very cool.



Isaac Mikus during WSP Orientation in 2005.
Photo credit: Lindsay Righter (Selvaggio)

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ccc.ca.gov/watershed-stewards-program/

Our Mission

The Watershed Stewards Program's (WSP) mission is to conserve, restore, and enhance anadromous watersheds for future generations by linking education with high quality scientific practices.

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Funders

WSP would like to thank our funders:
Fisheries Restoration Grant Program,
AmeriCorps, California Conservation
Corps and our Placement Site Partners

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